

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL GUIDE

### ART HISTORY

Course Number	5790
Department	Visual and Performing Arts
Length of Course	One (1) year
Grade Level	10-12, 9th grade with teacher approval
Prerequisite	None
Credit	10 units/Fine Arts credit
Repeatable	No
Board Approved	October 19, 2000

**Description of Course** - This course is designed to provide students with a broader view of their environment and a greater understanding of historical and cultural perspectives. As they follow the gradual evolution of art, students trace the path of human history and learn to see their own place in it more clearly. Students will be provided with a common core of knowledge of art concepts and related vocabulary. Students will participate in meaningful hands-on learning experiences that allow for personal growth and creative expression. This course is aligned with the State of California Visual and Performing Art Standards.

**Rationale for Course**- Art history provides a context for art, showing how social influences - whether political, religious, economic, or technological - affect artists and the art they create. The chronological study of art gives students a time-line that blends all these influences while helping students understand and appreciate particular works more fully. The visual arts have been used in all cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The study of Art History expands students' consciousness of their world and their own ethnic and cultural roots.

**Standard 1** - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to the arts.

- 1.1 Objective: Students will learn to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events and the environment.
  - 1.1.1 Performance Indicator: Students will recognize, describe, analyze, discuss, and write about the visual characteristics of works of art.
    - A. Given a copy of Jasper Johns' *Three Flags*, students will be able to write a factual description of the painting, noting facts about subject matter, art elements, and medium. They will differentiate between fact and opinion in the description process.

- B. Students will discuss the similarities in appearance and function of the Colosseum in Rome and the Los Angeles Colosseum, despite centuries of difference in age.
  - C. Students will examine Rodin's *Burghers of Calais*, paired with Maya Ying Lin's, *Vietnam Memorial*, can spark a discussion about both works' relationship to convention and custom.
- 1.1.2 Performance Indicator: Students will identify, record, and use art elements (line, color, shape/form, texture, space) as they explore, analyze, and talk about what they see or create.
- A. Students will understand that subject matter, art elements, and design principles are common to most forms of art, regardless of style.
  - B. Students will examine a variety of examples of religious art (painting, sculpture, architecture) from a wide variety of religious backgrounds. When they compare them, they will notice the themes that recur in all cultures.
  - C. Students will discuss that artists rarely employ only one principle of design; they often use several elements and principles together. Each painting or sculpture can be analyzed in several ways, based on this fact.
  - D. Students will explore a variety of media (paint, pastels, pencil, ink, colored pencil, etc.) to discover how to create lines, textures and values in an artwork.
- 1.1.3 Performance Indicator: Students will identify, record, and use design principles (balance, contrast, emphasis, movement, rhythm, unity) to explore, analyze, and talk about what they see in the physical world.
- A. Students will demonstrate an understanding that description involves relating facts about an artwork, while analysis involves identifying how the work is organized.
  - B. Students will use design principles to analyze the bronze image of Shiva as Lord of the Dance with it's many arms and imitable positioning of the legs and feet suggesting movement. They will compare it to other dancing figures such as a Greek *maenad*, and to a 20th century example such as Duchamp's *Nude Descending the Stair*.

- C. Students will discuss how artists use the principles of design to compose paintings (for example, some artists distort the principles of design or ignore them intentionally).
  - D. Students will create artworks that suggest movement, either real (a mobile) or implied (in drawing or painting).
- 1.1.4 Performance Indicator: Students will continue to expand and use art vocabulary to describe and analyze works of art.
- A. Students will derive meaning from artworks through interpreting symbols and metaphors used by Renaissance artists.
  - B. Students will divide into small groups to examine and report on symbols used by Native Americans.
  - C. Students will research and write a description of a specific artist, style, or period of art, such as Ben Shahn, Pop Art, or the Baroque period.

**Standard 2 - Creative Expression: Creating, performing, and participating in the arts.**

- 2.1 Objective: Students will develop artistic skills in a variety of media and technical processes. They will apply this knowledge to create original artworks.
- 2.1.1 Performance Indicator: Students will create original works of art of increasing complexity.
- A. Students will demonstrate increased skill and control of craftsmanship in their designs.
  - B. Students will select, for inclusion in a portfolio, four or five works they feel to be successful and be prepared to discuss the strengths of each work, using appropriate vocabulary.
- 2.1.2 Performance Indicator: Students will explore a variety of media, techniques, and processes, making choices as to what to apply in their own work.
- A. Students will understand the basic principles of linear and aerial perspective, and be able to recognize them in paintings. Foreshortening should also be understood.
  - B. Through observations, students should recognize and be able to write about the differences between Northern European Renaissance painting and Italian Renaissance painting.

- C. Students will understand cross influences in cultures, such as the mixing of Islamic and Spanish.
- 2.1.3 Performance Indicator: Students will engage in expressive art experiences, gaining personal insight and appreciation of their accomplishments and the accomplishments of others.
- A. Students will make expressive line drawings both in contour and gesture.
  - B. Students will demonstrate an exploration of a personal style in their artworks.
  - C. Students will produce two and three dimensional artworks that show relationship among the medium, subject, and expressive intent.
- 2.1.4 Performance Indicator: Students will demonstrate an understanding of how to solve artistic problems in unique and expressive ways.
- A. Students will work in small groups to create an architectural model such as a Greek temple or a cathedral.
  - B. Students will analyze visual images and recombine them in new and original ways to create a personal statement.
- 2.1.5 Performance Indicator: Students will develop an appreciation for using the visual arts in lifelong learning.
- A. Students will visit an art museum and research the career choices a museum presents (curator, art restoration, etc.)
  - B. Students will critically examine art uses culturally, especially via mass media, to glorify or condemn violence, drug and alcohol use, etc. They will focus on analysis of propaganda, imagery, etc.
  - C. Students will identify some visual characteristics of Indian, Chinese, and Japanese art. They will examine two major types of subequatorial African cultures and their art.

**Standard 3** - Historical and Cultural Context: Understanding historical contributions and cultural dimensions of a given art.

3.1 Objective: Students explore the role of the visual arts in human history and culture. They will investigate universal themes and concepts in historical and contemporary periods in different cultures.

3.1.1 Performance Indicator: Students will compare, contrast, and analyze styles of art from a variety of times, places, and cultures.

A. Students will develop a concept of the incredible time span over which Indian and Chinese cultures developed--especially compared to the several Western traditions.

B. Students will study the work of artists who address a social issue such as Goya's *The Third of May*, or Picasso's *Guernica*.

C. Students will compare the master craftsmanship in ceramics, fabrics, and metal work of Pre-Columbian artisans in North and South America.

3.1.2 Performance Indicator: Students will recognize that the visual arts reflect, play a role in, and influence culture.

A. Students will research the work of Giotto to develop an understanding of the difficulties artists confront when they deviate from comfortable and familiar approaches and concepts to new and alarming ones.

B. Students will study the work of artists who address a social issue such as Goya's *The Third of May*, or Picasso's *Guernica*.

C. Students will read a historical description of art and distinguish the ways in which the art historian places the artwork in its time and culture.

D. Students will write a report on an art form of a non-Western culture that reflects the culture's beliefs and values.

**Standard 4** - Aesthetic Valuing: Responding to, analyzing, and making critical assessments about artworks.

4.1 Objective: Students analyze, interpret, and derive meaning from works of visual arts. They make critical judgements about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.

- 4.1.1 Performance Indicator: Students will make informed judgements by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of art elements and design principles, interpret the work in terms of ideas and emotions, and judge the work as to it's success both technically and in terms of communicating an idea or emotion).
- A. Students will develop chains of reasoning for their judgements about works of art that link the art elements and design principles, expressive characteristics, and technical qualities to the interpretation of meaning.
  - B. Students will trace the development of portraiture as a major art form.
- 4.1.2 Performance Indicator: Students will respond to a variety of works of art and talk about their interpretations of the artists' intentions.
- A. Students will write a comparison/contrast paper on two artists from different time periods such as Bosch and the work of the Surrealist painters of the twentieth century.
  - B. Students will identify artworks of non-Western cultures and discuss some of their symbolic and utilitarian purposes.
  - C. Students will be able to describe six major areas of three-dimensional art: sculpture, environmental art, ceramic pottery, jewelry, fibers, and glass.
- 4.1.3 Performance Indicator: Students will express ideas about art and give reasons for preferences in works of art. They will identify the difference between preference and judgement.
- A. Students will identify the differences between Romanesque and Gothic architecture and sculpture. They should be able to identify the style of structures unfamiliar to them.
  - B. Students will imagine that they are a curator for The Getty and can purchase any artwork for the museum. They must choose from Caillebotte's *On the Europe Bridge*, or Jan van Eyck's *Saint Jerome in His Study*. Which one will it be? Students will explain, in terms of aesthetic qualities, why they selected one painting over the other. Which one would they select for themselves?

**Standard 5** - Connections, Relations, Applications: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

- 5.1 Objective: Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.
- 5.1.1 Performance Indicator: Students will integrate what they learn in art to learning in other subject areas.
- A. Students will discuss Charlemagne and his attempted revival of learning and the effect this had on Medieval Art. They will understand the contribution of the Islamic world to mathematics and science.
  - B. Students will find examples of how visual communication began in prehistoric times and has been practiced over the centuries by artisans, scribes, printers, commercial artists, and even fine artists.
  - C. Students will discuss how museums originally developed as an elitist entertainment. They will describe ways that communities have now taken steps to ensure that art is available to be enjoyed by everyone.
- 5.1.2 Performance Indicator: Students learn skills in art that translate to careers.
- A. Students will maintain a portfolio of their work, organizing it in a systematic way and describing the process used to create at least three works of art.
  - B. Students investigate skills needed in the careers of Architect, Urban Planner, or Landscape Design and recognize that design skills are needed in these and many other careers.
- 5.1.3 Performance Indicator: Students will explore careers in the visual arts.
- A. Students will learn about art careers through shared class reports. They will be able to name ten areas in which art careers are possible, and be familiar with some of the responsibilities associated with these careers.
  - B. Students receive a career description card for a Story Board Illustrator, an Art Director, a Graphic Designer, a Video Game Designer, and an Architect. Students will role play the career identified on their cards.

- C. Students will research colleges and universities that offer art training, noting the types of degrees offered, career concentrations available, and major expenses involved.
- D. Students will research art and art-related careers in California.

5.1.4 Performance Indicator: Students will learn diverse ways in which the visual arts can communicate the same idea.

- A. Students will examine their own work and the work of their peers and be able to make constructive observations on how each used drawing, color, and design.
- B. Students will choose a universal theme such as the city, and find five different artworks from five different time periods that convey this theme.

## Appendix Art History

Core Textbooks: Discovering Art History

Author: Gerald F. Brommer

Publisher: Davis Publications

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